

FINAL REPORT
1969-70 PROJECT

OHIO MODULE FIELD UNIT
of
AABEDC, MOREHEAD UNIVERSITY

July 31, 1970

Scioto Valley Local School District
Pike County
Piketon, Ohio

ABSTRACT

This report presents data and other information gathered from the Ohio Module 1969-70 AABEDC Project.

The focus of this project was directed toward a comparative study of the outcomes of the various types of ABE instructional programs being conducted in the Appalachian region of Ohio.

A second component of the project was related to selection, training, and use of paraprofessionals in the operation of programmed learning centers and others in the development and operation of a home instruction program.

Other components of the project involved production and evaluation of teacher made "life centered" instructional materials and assessment of ABE's effectiveness through follow-up of students.

The report presents data showing the degrees of change in achievement of students enrolled in the various programs and provides information gathered on students enrolled in the programs.

Pertinent data and information gathered from the other components of the project are included along with recommendations for future study.

PREFACE

Through participation in the Morehead University Appalachian Adult Basic Education Demonstration Research Project, rural ABE programs in the Appalachian Region of Ohio have been able to develop and implement program that would not have been possible with local allocations.

While all ventures have not met with anticipated success, much knowledge and insight has been gained. Local programs have been improved, new programs initiated and hundreds of participants benefited. The impact the project has made on the population in the region more than justifies the expenditure in time and money.

The participants and staff of the Ohio Module wish to express their appreciation and gratitude to the staff of the Morehead AABEDC Center for the many services and opportunities the project has afforded them.

INTRODUCTION

The Ohio Module Project of AABEDC for 1969-70 has been concerned with a multi-faceted program.

Major components of the program were related to:

- a) conducting a comparative study of the outcomes of the various types of ABE instructional programs being conducted in the Appalachian Region of Ohio.
- b) Developing a program to select, train, and use paraprofessionals effectively in ABE instruction.
- c) Development and evaluation of teacher prepared "live centered" curriculum materials.
- d) Overall assessment of the outcomes of the various types of ABE programs in the area.

During the implementation of its program, the Ohio Module has utilized many local resources in order to develop staff, improve cooperation with supportive agencies and to increase enrollment and acceptance of the ABE program.

Much valuable information has been gathered through activities conducted as a part of this project.

Demographic data collected on the population studied is presented in Appendix A.

The remainder of this report presents the data and findings as they relate to the stated objectives.

FINDINGS AS THEY RELATE TO THE STATED OBJECTIVES -

OBJECTIVE 1 - To determine the kind of training program necessary to prepare paraprofessionals to operate an instructional program utilizing programmed materials.

PROCEDURES - A three-day preservice training program was conducted in August, 1969, for the six paraprofessionals and teachers to whom they were to be assigned. (Activities and evaluation of this training program were reported in September, 1969, and included in the interim report of February, 1970.)

Additional inservice training was conducted throughout the school year in order to improve the skills of the paraprofessionals in specific areas.

Preservice and inservice training was conducted in the following areas:

- A) Philosophy behind and intent of programmed and other self-instructional materials.
- B) Orientation to programmed learning (Practicum)
- C) Interview and enrollment procedures.
- D) Determining entry level skills and placement techniques.
- E) Testing for progress, pre and post achievement evaluation.
- F) Recording, reporting of essential data.
- G) Program planning, sequence of instructional materials.
- H) Role and responsibilities of staff.
- I) Recruitment techniques and retention problems.
- J) Utilization of resource persons and referral agencies.
- K) Guidance and counseling awareness and procedures.
- L) Group activities.

NOTE: In as much as possible, all training sessions were presented in a practicum approach in order to allow participants to have initial experience with the tasks and skills to be learned and developed.

FINDINGS - It was found that all paraprofessionals employed in the project were highly proficient in the exercise of their duties.

It is further believed that the selection of persons for these positions was as important as the training they received. (See Appendix B for selection criteria.)

It was further found that the paraprofessionals, employed on a full-time basis, were highly motivated to learn the new skills and job requirements.

Initial training did not provide sufficient orientation in certain skills - testing, scoring, recording, and reporting of data, etc. However, this problem was overcome by providing additional training and instruction on an individual basis in the local program.

The full-time paraprofessionals were found to have an excellent working knowledge of the instructional materials available to them.

They were conscientious and precise with the operation of their program. All spent many more hours on the job than was required of them.

In contrast to professionals employed on a part-time basis, it was found that the full time aides were able to become more familiar with the content of instructional materials and followed placement, progress testing, recording, and reporting procedures more diligently than did teachers performing the same tasks.

Full time paraprofessionals viewed their role as providing an important service to their community and their enthusiasm and involvement has resulted in increased enrollment, improved retention in the program, and much individual student success.

The success of this phase of the Ohio Module's Project has been most gratifying. However, it should be repeated that the success experienced is due to the individuals selected for the task as well as the training received.

Preservice, follow-up, and inservice training are deemed essential for the paraprofessional. All training should be experiential and relate to the individual's needs in so far as practical.

OBJECTIVE 2 - To compare the achievement of students participating in traditional classes with that of students utilizing programmed or self-instructional materials.

PROCEDURE - All pre and post achievement level data was derived from one of three levels of the California Test Bureau's Tests of Adult Basic Education. These tests were adapted from the California Achievement Tests. Item revisions have been made to adapt the CAT for adult usage.

Levels used for pre and post achievement testing were: "E" Easy Level, which produces derived grade placement norms from 1.0 to 5.0; "M" Medium Level, which produces derived grade placement norms from 2.0 to 9.7; and, "D" Difficult level, which produces grade placement norms from 3.0 to 13.0.

Subjects were not given the achievement battery until they had become familiar with the instructional program and were considered to be bonafide enrollees. (Usually one to two weeks after initial enrollment.)

Students who were found to be severely lacking in basic skills were not given the pretest and were recorded as functioning on less than a 1.0 level. All other subjects were administered the Practice Exercises and Locator Test. Practice Exercises are designed to give experience with the mechanics of marking answers to objective test items on a separate answer sheet, to develop some test taking sophistication, and to minimize the effects of diverse backgrounds of experience in the use of objective test and separate answer sheets.

The Locator Test, a short vocabulary test, is used to determine the appropriate level of the TABE for each individual.

Where possible student's schedules were arranged so that initial testing could be administered to groups on the appropriate level. Pre-

testing was accomplished in two or three sessions depending on scheduling. All late enrollees were given appropriate levels of TABE on an individual basis. In all cases, Form 1, of the appropriate level, was administered as a pretest.

In so far as possible, subjects were to be administered Form 2 of the appropriate level of TABE after approximately one hundred hours of classroom instruction or one hundred contact hours in programmed instruction.

Individual reports on each student, indicating achievement change and number of hours spend in each subject, were prepared for final data collection. Samples of forms and the related data collected is found in Appendix C.

In as much as "E" Level, TABE, does not include language arts tests and, a number of students enrolled in Level II phase of the ABE Program (grades 4 to 6) levels were not initially involved in language arts instruction, achievement gains are presented only for the reading and arithmetic sections of the pre and post administration of TABE.

FINDINGS - Initial testing produced some problems:

TABE is a lengthy test, ranging from 90 minutes for "E" level to 176 minutes for "D" level. Some students had a negative reaction to the test procedure where proper orientation and explanation of purpose of the tests were not given. Some of these students did not take post tests.

Follow-up training was necessary for some teachers and paraprofessionals. Scoring and interpretation of results presented some minor problems. Paraprofessionals experienced some difficulty in administering individual tests while operating learning centers. Paraprofessionals did most of the administration, scoring, and interpretation, in learning centers. Follow-up training on a personal basis eliminated problems.

Other observations and problems were reported in the Interim Report.

PRE AND POST TEST RESULTS -

Of the 424 students enrolled in the Ohio Module's centers, a total of 249 students were administered pre and post tests in Reading Achievement. Arithmetic Achievement scores were reported for 246 students, three students did not complete this section or scores were invalid.

Results by skill tested and type of instructional program are as follows:

READING

Learning Center - utilizing programmed and self-instructional materials.

139 persons tested logged a total of 7,439.5 hours in reading instruction or an average of 53.52 hours per person. Individual reports ranged from 9 hours to 126 hours in reading instruction. Students scoring extremely high in reading on placement and pre-test TABE logged fewer hours in this area. It is assumed that gains can be attributed to reading in other subject areas such as science, social studies, Language Arts, etc. One center

with a number of WIN enrollees who were functioning on a low level had a number of subjects who logged approximately 100 hours. WIN enrollees attend a minimum of 20 hours per week. Total grade equivalent months gain for the 139 learning center students was 260.1 months or an average of 18.71 months per student.

Of the group tested, six showed no gain or regressed from 2 to 4 months. Individual student gains ranged from 1 month to 64 months.

Average gain per contact hour spent in reading was .0349 grade equivalent months.

It is to be noted that reading achievement gains were based only on reported contact hours spent in reading materials and that some gain might be attributed to other activities.

Home Instruction - Utilizing programmed and other self-instructional materials.

Note: Due to scheduling in the home, aides provided participants with additional reading materials on their reading level. Time spent in these materials was not always logged as reading instruction time.

Thirty-nine students pre and post tested, logged a total of 1,880 hours in reading instruction or an average of 48.2 hours per person. Individual reports ranged from 6 to 108 depending on level of student and reporting procedure.

Total gain in grade equivalent months for the group was 94.61 or an average of 24.25 G.E. months gain per students. Of the group tested, only one showed no gain; but regressed 2 G.E. months after 6 hours logged and was performing on a 9.7 level.

Average gain per hour of instruction as logged was .0503 G.E. months.

Traditional Class - Utilizing standard text, workbook, and teacher prepared materials.

Note: These students were allowed to take materials home for study - no account of time spent at home has been considered, only time spent in class in the subject area.

Seventy-one students pre and post tested received a total of 2,523 hours of classroom instruction or an average of 35.53 hours per person. Individual reports show a range of from 8 to 82 hours, depending on attendance and level of instruction.

Achievement gain for the group was a total of 54.6 G.E. months or an average of 7.69 G.E. months per student.

Average gain per classroom hour spend in reading was .0228 months.

Of the group tested, seven showed no gain or regressed from 1 to 6 G.E. months. Three of these persons were performing on a high (11.0 to 12 +) level with the remainder on a 3.0 to 7.0 level. Individual gains ranged from 1 month to 36 months.

It is to be noted that one center reported scores for 26 students from a "Mainstream" program. These students were not continuously involved in an instructional program. Their instruction was alternated with a work experience program. These students showed less gain, on the average, than students from other centers.

TABLE I
COMPARATIVE GAINS IN READING ACHIEVEMENT FOR THREE TYPES OF PROGRAMS IN OHIO MODULE OF AABEDC

Number Tested	LEARNING CENTERS (139)	HOME INSTRUCTION (39)	TRADITIONAL CLASSROOM (71)
Total Hours	7,439.5	1,880	2,523
Ave. Hrs/Student	53.52	48.2	35.53
Total Gain/G.E. Months	260.1	94.61	54.6
Ave. Gain/student G.E. Months	18.71	24.25	7.69
Ave. Gain per hour instruction	.0351	.0503	.0228

TABLE II
COMPARATIVE GAINS IN READING ACHIEVEMENT - PROGRAMMED VS. TRADITIONAL INSTRUCTION

	PROGRAMMED INSTRUCTION (178)	TRADITIONAL CLASSROOM (71)
Number Tested		
Total Hours of Instruction	9,319.5	2,523
Ave. Hours Instr. per student	52.35	35.53
Total student gain G.E. months	354.71	54.6
Ave. G.E. months gain per student	19.92	7.69
Ave. hourly gain G.E. months	.0380	.0228

Tables I and II indicate a wide variance in achievement gains when comparing programmed and self-instructional programs to traditional programs. The Home Instruction Program produced the greatest average hourly gain .0503 G.E. month/hour or 2.2 times the average hourly gain in the traditional program.

It is to be noted that this applied research had many variables which might have influenced results.

ARITHMETIC Pre and Post Test Results

Pre and post test results in arithmetic are presented in tables III and IV. It is to be noted that these results are from the same groups as were pre and post tested in reading achievement. It is assumed that instruction in other subject areas would affect arithmetic achievement less than reading achievement.

TABLE III

COMPARATIVE GAINS IN ARITHMETIC ACHIEVEMENT FOR THE THREE TYPES OF
INSTRUCTIONAL PROGRAMS IN THE OHIO MODULE OF AABEDC

	LEARNING CENTER (137)	HOME INSTRUCTION (39)	TRADITIONAL CLASSROOM (70)
Number tested			
Total Hours of Instruction	5,636.5	1,828	2,546
Ave. Hours per student	41.14	46.87	36.37
Total Gain G.E./months	233.5	76.5	62.9
Ave. Student Gain G.E./month	17.04	19.61	8.98
Ave. Hourly Gain	.041	.041	.025

TABLE IV

COMPARATIVE GAINS MADE BY ABE STUDENTS IN PROGRAMMED VS. TRADITIONAL
INSTRUCTION IN THE OHIO MODULE OF AABEDC

	PROGRAMMED INSTRUCTION (176)	TRADITIONAL CLASSROOM (70)
Number tested		
Total Hours of Instruction	7,464.5	2,546
Ave. Hours Instr. per student	42.41	36.37
Total G.E. Months Gain	310	62.9
Ave. G.E. Months Gain per student	17.61	8.98
Ave. Hourly gain G.E. Months	.0415	.0247

Table IV indicates .0168 more grade equivalent months gain per hour of instruction in programmed or self-instructional situations than in traditional class.

Student time reports indicate more of total time spend in reading and arithmetic in programmed instruction than in traditional program. Traditional programs utilize about 1/3 of total time for each of these subject areas.

Additional data relating to achievement change will be found in Appendix C.

OBJECTIVE 3 - To compare achievement of students utilizing programmed materials in learning lab with that of student utilizing similar materials in the Home Instruction Program.

Table I shows .0152 more G.E. months gain per instructional hour in home instruction than in learning labs. However, as has been previously stated, home instruction students were provided with additional reading materials which were not classed as self-instructional and much time spent in these was not logged as instruction time. The purpose in providing such materials was to compensate for home instruction aides inability to meet with students when they had completed programmed instruction units. These persons were not to proceed in programmed materials until progress tests were administered on completed units.

Table III shows an equal amount of achievement gain per instructional hour in the two programs.

Home instruction students were provided drill materials in content areas, so as not to proceed beyond completed programmed instruction units until progress tests were administered.

OBJECTIVE 4 - To assess and compare attitudes, both self concept and teacher-student attitudes, of the students participating in the three types of programs.

PROCEDURES - It was anticipated that an instrument would be available for pre and post evaluation of self concept. The instrument was not made available; therefore, this phase of the project was not formally conducted.

Teachers and paraprofessionals were asked to observe and rate students on any observable change in attitude. Most found this to be a difficult task.

The director, during visits to the various programs, elicited responses from the participants and some few responded in letter form. See Appendix D for samples of these letters.

FINDINGS - To make a comparative assessment of attitudinal change in the participants of the three types of programs would be most difficult

Perhaps the most dramatic change was observed in the home instruction program. Here it was possible to observe change that affected home, family, personal appearance, etc. as well as attitude.

It can be said that, in all cases, home instruction had a positive effect on the participants.

In a series of visits, the project director observed marked change in the attitudes, especially self concepts, of the home instruction participants.

Traditional classes, with one exception, were geared more toward meeting individual or group needs.

In these classes, group activities and utilization of resource persons has done much to improve attitudes and personal-social-civic responsibility.

Learning Centers, like home instruction, are individualized for instruction and counseling. Teachers and aides have the opportunity to become more aware of personal problems and needs.

Much individual help has been given and many referrals made through these centers.

As was previously stated, teachers were asked to evaluate students on observable change in personal appearance and attitude.

Findings as reported by teachers and aides on specific items, by type of program, are presented in Table V.

TABLE V

OBSERVABLE CHANGE IN PARTICIPANTS OF THE OHIO MODULE - AABEDC

ATTITUDE TOWARD	NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
	(LEARNING CENTER)		
Education	6	37	56
Working	26	8	19
Family Responsibility	3	17	12
Community Responsibility	11	19	31
Self Concept	23	41	82
Personal Appearance	9	12	62
(Students were not rated on all items)			

(HOME INSTRUCTION)

Education	2	14	23
Working	12	19	8
Family Responsibility	13	8	18
Community Responsibility	0	17	13
Self Concept		17	22
Personal Appearance	6	21	12

TABLE V Cont'd.

OBSERVABLE CHANGE IN PARTICIPANTS OF THE OHIO MODULE - AABEDC CONT'D.			
ATTITUDE TOWARD	NO OBSERVABLE	SOME	MUCH
	CHANGE	IMPROVEMENT	IMPROVEMENT
	(TRADITIONAL CLASSROOM)		
Education	20	26	29
Working	20	38	26
Family Responsibility	7	16	14
Community Responsibility	9	18	35
Self Concept	9	41	26
Personal Appearance	19	23	31

OBJECTIVE 5 - To compare attendance or number of contact hours of students in traditional classes with that of students in learning labs.

In as much as two centers enrolled many "WIN" or "Mainstream" participants who were required and paid to attend a specific number of hours per week, attendance comparisons were made for three traditional centers vs. three learning labs located in rural areas. Attendance and enrollment in all cases was on a voluntary basis.

FINDINGS - Enrollments for the centers compared were traditional classes- 52, learning centers - 106.

Traditional classes were conducted two evening per week for a total of six (6) hours per week - Learning centers were open four (4) evenings per week for a total of 12 hours per week.

Participants in traditional classes logged a total 3,596.5 class hours or an average of 69.1 hours for each of the 52 enrollees.

Participants in the learning centers logged a total of 11,191.25 hours or an average of 112.4 hours for each of the 106 participants.

It is to be understood that in each type of program, there were a number of withdrawals and student time averages are based on total enrollment for which class or instruction time was logged. Some of these students logged a few hours and withdrew. A true comparison could not be made because of the difference in "available time" for instruction.

Of the 52 students in traditional classes, 31 were still enrolled as of May 31, 1970, or approximately 60% completed the year's program.

Of the 106 students enrolled in learning centers, 77 were still participating as of May 31, 1970. Approximately 72% completing the regular year's program.

Adverse weather conditions seriously affects attendance in rural areas. Withdrawals and poor attendance usually occurs during the months of January and February. Student follow-up indicates that after periods of inattendance, students are reluctant to return to class, especially traditional classes that involve group instruction.

OBJECTIVE 6 - To compare the dropout rate of students in traditional classes with that of students in learning labs.

PROCEDURES - Students were considered to be enrolled in the various programs if they had completed pretesting or had a minimum of 18 hours logged in an instructional program.

Teachers were to complete withdrawal forms for all students who were considered to be dropouts or had for other reasons left the program.

The following data was gathered from teacher reports for traditional and learning center programs. Some final data was not reported for a few students who were pretested.

FINDINGS -

TABLE VI

DROPOUT OR WITHDRAWALS FROM TRADITIONAL AND LEARNING CENTER PROGRAMS IN OHIO MODULE OF THE AABEDC

	TRADITIONAL PROGRAMS		LEARNING CENTERS PROGRAMS	
	Total Classes - 6		Total Classes - 6	
Total Enrollment	146	100%	238	100%
Total Withdrawals	70	48%	86	36%
Final Enrollment - 5/31/70	76	52%	152	64%

TABLE VII

REASONS FOR WITHDRAWAL FROM TRADITIONAL AND LEARNING CENTER PROGRAMS OF OHIO MODULE - AABEDC

REASON	TRADITIONAL CLASSROOM	% OF TOTAL	LEARNING CENTER	% OF TOTAL
Conflict with work	21	30%	9	10.5%
Secured Employment	9	12.8%	4	4.7%
Assigned to other Training Program	17	24.3%	21	24.3%
Moved out of area	4	5.7%	7	8.1%
Personal or family illness or hospitalized	2	2.9%	5	5.8%
Pregnancy	0		3	3.5%
Conflict with home or family	2	2.9%	5	5.8%
Passed G.E.D. before 5/31/70			9	10.5%
Lost Interest or no valid reason given	15	21.4%	23	26.6%
	70	100 %	86	100 %

Table VII indicates that, in both types of programs, approximately one-fourth of the withdrawals were to other training programs - Manpower, WIN, on the job, etc.

In the traditional classes 20 of the 21 listed as conflict with work were from the Mainstream program and were assigned to work experience programs. This terminated their classroom work. Interestingly, none of these attended classes voluntarily after reassignment by "Mainstream".

Table VII further indicates that approximately one-fifth of the withdrawals from Traditional classes and approximately one-fourth of the withdrawals from learning centers left the program because of lack of interest or no valid reason given.

In both programs this constitutes approximately 10 per cent of the total enrollment.

OBJECTIVE 7 - To assess the effectiveness of trained teacher-counselor aides in providing home instruction counseling and outreach within the rural community.

PROCEDURES - Three home-instruction aides, employed under the Ohio Module of AABEDC, were trained in instructional procedures utilizing programmed and other self instructional materials. Aides were to provide "home instruction" for students who could not attend local ABE centers.

These aides were assigned to a teacher in one of the local county programs.

Home instruction aides were trained in recruiting techniques. All were required to recruit their own clients and to assist in recruiting for local centers where possible.

Aides were given further training in counseling and referral procedures and were to provide, where needed, such services for their students.

FINDINGS - As was previously stated in the Interim Report, this facet of the Ohio Module Project has been most gratifying.

The three aides employed under this project have done an excellent job in recruiting, providing home instruction, and a wealth of additional services for their participants.

All participants were highly motivated and were very satisfied with the instructional program.

Recruitment - aides were assigned to programs in Pike, Scioto, and Gallia Counties. All spent the month of September, 1969, in recruitment activities. Initially, 53 students were recruited for home instruction, of this number, 8 were encouraged to attend local classes and 2 were unable to participate. Beginning enrollment was 43 students.

In all three counties, aides had additional enrollees, who could not be served.

In addition to their regular enrollees, two aides have assisted the regular ABE Program by providing home instruction for 3 persons who, because of illness, had to withdraw from evening classes.

Instructional Program. Tables I and III indicate that, on the average, the greatest per hour achievement gain was made by "home instruction" students.

The 43 enrollees logged a total of 5,767.5 hours - an average of 134.1 hours per student - in all instructional areas. Language Arts, spelling, science, and social studies, accounted for hours in addition to reading and mathematics.

Thirty-nine of the forty-three enrollees were pre and post tested. Four students were shown as withdrawn. Two gained employment, one married, and husband would not permit her to continue, and one moved from area. To date, six of the home bound students have taken the G.E.D. Test. All six have received their High School Equivalency Certificates.

Counseling and Other Services. Home instruction aides have provided a great number of services for their students. As one aide aptly put it, "It's difficult not to get emotionally involved".

Many services were not recorded. The director, in visiting homes, was told of many small services that had greatly effected the lives of participants and members of their families:

The following list is but a few of many:

- A) Providing transportation - to doctor, employment offices, health department, food stamp office, etc.
- B) Referral to Health Dept., Welfare Dept., Employment Services, Legal Aid, Community Action Agency, Child Welfare Dept., Manpower Program.
- C) Orientation to food stamp program and vocational training programs
- D) Collecting baskets and gifts for needy at Christmas, collecting baby clothing, etc. for three needy mothers.
- E) Arranging for psychological examination for children of school age who were not enrolled.

Aides were employed for a thirty-hour week; however, all worked more than the thirty hours. Many questions were answered by phone during evening hours and on weekends.

Bad weather and poor roads resulted in some weekly contacts being interrupted. These contacts were made up on Saturdays and Sundays.

TABLE VIII

COMPARATIVE COST OF HOME INSTRUCTION

	HOME INSTR.	LEARNING CENTER-SELF
Number served	43	66
Total Hours Logged	5,767.5	4,661.5
Total Cost	\$ 8,134.00	\$7,008.00
Cost Per Hour of Instruction	1.43	1.50
Cost Per Person	191.49	106.18

one selected learning lab. Total expenditures for all programs was not available. Costs for home instruction include all salaries for aides, mileage, and prorated cost of materials used. Costs for Learning Lab includes all salaries, excepting administration, utilities, and prorated material costs.

Cost per person served is greater for home instruction, \$ 191.49, compared to \$ 106.18; however, cost per instruction hour logged is less, \$ 1.43 compared to \$ 1.50.

In the two programs compared, all participants were volunteers and received no stipend for attending class.

Home instruction aides covered wide geographic areas which resulted in a large number of miles driven. All aides have indicated that they could now serve more persons in a smaller area.

Samples of student reactions to the program are given in Appendix D.

OBJECTIVE 8 - To develop and assess the effectiveness of brief "life centered" curriculum materials for use in Appalachian ABE Programs.

PROCEDURES - A total of four traditional class teachers produced material for use in their classes. These materials were reproduced and distributed to other centers for student use and reaction.

A copy of the student evaluation form with composite reactions to each peice of material is found in Appendix E.

Copies of materials produced are presented to AABEDC under separate cover.

FINDINGS - Teachers who produced materials indicated that they felt inadequately trained to perform such a task.

Most materials produced were related to the experiences and needs of local participants.

The number of student evaluations collected was far below the number anticipated.

Teachers in programs where these materials were used indicated that participants were hesitant about completing the evaluation form.

Teachers indicated that materials were generally good but felt that commercially prepared materials in reading were of more value.

Criticism of materials produced include:

Poor format.

Little or no student check.

Some materials below interest and reading level of students.

Vocabulary not consistant with reading level for which intended.

Teacher-student reactions indicated that most of these materials could be improved by revision, additions of pictures, and presented in a commercial book or pamphlet format.

OBJECTIVE 9 - To assess the effectiveness of the ABE Program through follow-up of former and current students.

PROCEDURE - In early May, 1970, Questionnaires were sent to 315 students who had been enrolled during the 1969-70 school year. Names and addresses were gathered from Student Data Sheets. An addressed, stamped, return envelope was included with the questionnaire.

All envelopes were coded so as to check center location and student returning the questionnaire.

Only one mailing was made.

FINDINGS - To date, 227, approximately 72 per cent, of the questionnaires have been returned. Six questionnaires were returned, address wrong, or forwarding addresses unknown.

Of the 89 responses indicating that they were no longer in class, 55 stated that classes had ended for the year; 27 had passed the G.E.D. and were no longer attending.

Appendix F gives a composite of responses to the questionnaire, questions to be checked and a general selection of responses to narrative answers.

Questions concerning ownership of radio and TV give an indication that most enrollees could be contacted through these media. Program selection gives further evidence of time of day and types of programs where spot announcements could be made concerning ABE Programs.

A spot check of code numbers that were not returned revealed that many of those not responding were early withdrawals or were functioning on a low level of achievement.

INTERVIEWS - The Director conducted a number of interviews during visits to the various programs.

In almost all instances students indicated they were satisfied with the instructional programs; would recommend it to their friends; and, would like to continue their education in some vocational area.

Some negative reactions were given to some types of instructional materials, programmed English, receiving the most negative responses. Other negative responses related to distance traveled, lack of time for study, not being permitted to take programmed materials home, etc.

A large number of persons indicated that they still felt educationally inadequate and needed further education and training to meet their desired goals.

OHIO MODULE OF AABEDC PROJECT COMPONENTS

A. OUTREACH - Local programs involved in the project have utilized most forms of recruitment available to them. Better cooperation with supportive agencies was experienced and a large number of enrollees were referred to the programs from such agencies as Employment Service (WIN), Community Action (Mainstream), and

others, industry and local government (Juvinal Court), and Outreach Council, and other church related groups. Welfare agencies were contacted but few referrals or contacts were evident.

Paid recruitees (Home instruction aides) were responsible for a large number of new enrollees.

An increased enrollment was experienced in all but one center.

B. DIAGNOSIS - Initial interviews and completion of data forms provided much worthwhile information concerning clients needs and goals. The TABE achievement battery gives an excellent diagnosis of learning difficiencies and difficulties. All teachers indicated that this was a worthwhile use of the test.

C. MANPOWER - Pre and inservice training has proved to be most beneficial to staff. Paraprofessionals have experienced tremendous growth in skills and knowledge related to their job performance.

All staff members have through training and experience improved in the performance of their duties.

Three staff members are currently enrolled in summer Institutes in ABE.

D. MATERIAL AND CURRICULUM - The attempts to produce widely usable curriculum materials has not been as successful as was hoped. Teacher awareness and proficiency in utilization of programmed and other individualized instructional materials has increased throughout the year. Teachers in traditional programs look forward to use of this material in the future.

Teachers have generally become more aware of student needs and goals and are gearing curriculum toward them.

E. METHODS AND TEACHING - Trends in Ohio Module Programs is to utilize more individualized instruction related to students needs and goals.

F. COUNSELING - Only one local program in the Ohio Module employs a counselor.

Most teachers involved provide counseling services to students. All have been involved in training related to guidance and counseling procedures and techniques.

All paraprofessionals were involved in a 24 hour training program utilizing the "Guidance and Counseling Awareness" package. Its use with paraprofessionals was considered to be worthwhile.

Home instruction and learning lab aides have provided much individual counseling.

Employment services (WIN) counselors have provided much valuable assistance in counseling WIN students and other referrals.

G. PLACEMENT AND FOLLOW-UP - Placement was not considered a specific component of the Ohio Project. However, increased cooperation with other agencies has resulted in more service rendered to students in the area of placement.

Follow-up - administration follow-up of students through questionnaire - was pursued. Teachers in completing withdrawal forms did more follow-up on these students than in the past.

H. VOLUNTEERS - All but three centers utilized volunteer services in the form of child care, transportation, resource persons, and health services. An expansion of this component is anticipated in future projects.

I. BUSINESS AND INDUSTRY - A special effort has been made to involve business and industry in future projects. Experiences with Meade Corporation, Goodyear Atomic Corporation, and Parker Hannifin Company have indicated that much much can be done to enlist business and industry in promoting ABE and providing services for the programs.

SUMMARY AND CONCLUSIONS

The Ohio Module of AABEDC has been involved in a multifaceted program during the past year.

Major emphasis was in the area of applied research - gathering data related to comparative achievement gains made by students in the three types of ABE programs conducted in the Appalachian region of Ohio.

Such research is faced with many variables which may or may not affect outcomes.

Terminal data indicate that individualized instruction - especially that which can be utilized by the student at his convenience, produces the greatest academic gain.

Student retention does not appear to vary much from traditional to learning center programs. Understandably, the highest rate of retention was in home instruction programs where materials and services are brought to the student.

Experiences in developing and producing "life centered" curriculum materials were not rewarding. It is recommended that this component be dropped from future projects as an overall goal. Teachers will continue to produce those materials needed for their own classes and individual students.

Probably the most important and valuable information gained was related to the training and use of paraprofessionals in operating learning centers and providing individualized home instruction.

CONCLUSIONS

The Ohio Project has, with a varying degree of success, met all of its goals and objectives.

Even though it was not possible to use a rigorous research design in conducting the comparative study, the outcomes indicate that individualized instruction through the use of programmed and other self-instructional materials produces greater academic gains.

If this were the only goal of ABE, it would suffice to say that individualized instruction would do the job. Many personal-social needs will continue to be met by group and other activities and experiences outside the academic realm. Learning centers will have to make adjustments in curriculum design in order to provide additional services needed to provide a total ABE Program.

The Ohio Project has demonstrated effective training and utilization of paraprofessionals. It must, however, be pointed out that selection of persons for these positions is an all important factor. It can be concluded that training and experience, after proper selection, will develop highly skilled and competent sub-professional staff members.

Data collected through the Ohio Project should provide much background or initial information for further study of comparison by this and other projects.

RECOMMENDATIONS

It is recommended that, in view of the experience and knowledge gained through the use of paraprofessionals in the Ohio Project, the component relating to selection, training, and effective use of paraprofessionals in ABE programs be continued by the Ohio Module.

AABEDC components relating to - outreach, manpower, follow-up, retention, volunteer services, teaching and methods, and counseling might well be incorporated in a project designed to develop highly skilled paraprofessionals for employment in ABE programs.

APPENDIX "A"

DISTRIBUTION OF OHIO AABEDC POPULATION BY SEX AND RACE

<u>Sex</u>		<u>Race</u>	
Female	220 - 52%	White	395 93.2%
Male	204 - 48%	Negro	17 4.2%
		Other	1 .02%
		No Inf.	11 2.6%

YEARS IN COMMUNITY

No Information	78	36.6%
1-4	45	5.2%
5-9	37	18.2%
10-14	35	11.1%
15-19	44	3.3%
20-24	44	13.4%
25-29	36	16.3%
30-34	38	.7%
35-39	21	.5%
Over 40	46	4.0%

CURRENT WORK OF OHIO AABEDC PARTICIPANTS *

Working Full Time	155
Working Part Time	22
Seeking Work	77
Not Seeking Work	47
Placed through this project	96
Unable to Find	57
Keeping House	69
In School	0
Retired	3
Disabled	9
Other	2
No Information	17

* Some participants checked more than one blank under this category, for example, Seeking Work and Unable to Find or Keeping House, etc.

DISTRIBUTION OF OHIO AABEDC PARTICIPANTS BY AGE GROUP

Age Under 20	36	8.5%
20-24	69	16.3%
25-29	67	15.8%
30-34	71	16.8%
35-39	51	12.0%
40-44	44	10.4%
45-49	37	8.7%
50-54	23	5.4%
55-59	13	3.1%
over 59	13	3.1%
No Information	0	0
	424	

STUDENT'S PUBLIC SCHOOL EDUCATIONAL LEVEL

Grade Completed	0	--	2	.5%
	1	-	3	.7%
	2	-	1	.2%
	3	-	7	1.7%
	4	-	11	2.6%
	5	-	14	3.3%
	6	-	25	5.9%
	7	-	51	12.0%
	8	-	89	21.0%
	9	-	66	15.6%
	10	-	59	13.9%
	11	-	58	13.7%
	12	-	15	3.5%
No Information	-	-	23	5.4%
			<u>424</u>	

MARITAL STATUS

Single	56	13.2%
Married	318	75.0%
Other	<u>50</u>	11.8%
	424	

NUMBER OF CHILDREN AT HOME

0	-	55	14.9%
1	-	56	15.2%
2	-	71	19.3%
3	-	55	14.9%
4	-	42	11.4%
5	-	20	5.4%
6	-	18	4.9%
7	-	5	1.4%
8	-	4	1.1%
9	-	5	1.4%
10	-	2	.5%
11	-	2	.5%
12	-	2	.5%
No Information	-	<u>31</u>	8.4%
		368	

PARENT'S EDUCATION

Mother
Highest Grade Completed -

Unknown	106
0	17
1-3	21
4-5	29
6-8	165
9-11	47
12	39
+	

Total 424

Father
Highest Grade Completed

Unknown	121
0	11
1-3	24
4-5	47
6-8	152
9-11	49
12	20
+	

APPENDIX "B"

CRITERIA FOR SELECTION OF PARAPROFESSIONALS TO BE TRAINED TO WORK
IN THE OHIO AABEDC PROJECT

In the selection of persons to be trained to work as paraprofessionals in the Ohio Module of AABEDC, the following criteria should be used as guidelines.

It is understood that no one person will meet all the selection criteria; however, every effort should be made to select persons who will prove effective in the pursuit of their duties.

The persons employed for training and experience in the AABEDC Project should:

- 1) Be mature in judgement and actions.
- 2) If possible, be a native or familiar with the community and population to be served.
- 3) Show average to above intelligence.
- 4) Be from a disadvantaged home background or have had experience in working with people from this environment.
- 5) Be able to relate well with other people, both adults and children.
- 6) Have a desire to help others.
- 7) Be emotionally stable.
- 8) Be familiar with the community structure.
- 9) Display enthusiasm for this type of work.
- 10) Be able to take direction.
- 11) Be resourceful
- 12) Have a pleasing personality.
- 13) Be able to easily meet and converse with others.
- 14) Be familiar with the local school system.
- 15) If possible, be a former successful ABE student.
- 16) Be in good health.
- 17) Be neat and display good grooming.
- 18) Be dependable and prompt.
- 19) Have no apparent family problems.
- 20) Be able to drive and have own automobile available if employed as home instruction aide.

APPENDIX "C"

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

STUDENT RECORDS

FOR _____

ABE CENTER _____

RECORD

NUMBER OF
COPIES

PERSONAL DATA SHEET

AABEDC SURVEY

EMPLOYMENT STATUS

PROFILE SHEET

AGENCY REFERRAL

WITHDRAWAL FORM

TIME EXPENDED BY SUBJECT

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

TIME EXPENDITURE REPORT

STUDENT _____

___ Classroom Participation

___ Home Instruction Student

GRADE AND TIME	READ- ING	MATH	ENGLISH	COMBINED
Beginning Grade Level				
Hours Spent				
Ending Grade Level				

REMARKS:

READING - PRE TEST - POST TEST - RESULTS
LEARNING LAB

139	MEDIAN	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Number per Grade Level Pre Test	6.2	3	6	6	14	15	19	17	15	12	11	12	9	0
Number per Grade Level Post Test	7.9	0	3	7	9	12	11	14	18	16	10	15	18	6

HOME INSTRUCTION

39	MEDIAN	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Number per Grade Level Pretest	6.8	1	0	2	3	4	5	6	8	4	0	2	2	2
Number per Grade Level Post Test	9.2	0	0	1	0	3	4	2	2	6	5	4	5	7

REGULAR CLASS

71	MEDIAN	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Number per Grade Level Pretest	5.8	0	0	4	9	13	14	12	6	4	2	4	3	0
Number per Grade Level Post Test	6.6	0	0	1	5	12	14	13	9	6	2	3	5	1

READING

	LEARNING LAB	HOME INSTRUCTION	REGULAR CLASSROOM
Total gain in grade equiv./month	260.1	94.61	54.6
Total hours logged in Reading	7,439.5	1,880.0	2,523.0
Total Number of Students	139	39	71
Average gain per student grade equivalent/months	18.71	24.25	7.69
Average gain per student grade equivalent/years	1.871	2.425	.769
Average time logged per student	53.52	48.2	35.53
Average grade equiv./ month gain per hour	.0349	.0503	.0228

MATHEMATICS - PRE AND POST TEST RESULTS

LEARNING LAB

137	MEDIAN	0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Pretest	6.0	3	6	9	11	16	23	17	21	13	8	7	3	0
Post Test	7.8	0	3	4	7	9	12	19	21	19	11	14	13	5

HOME INSTRUCTION

39	MEDIAN	0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Pretest	7.2	1	0	1	3	2	3	8	5	8	3	1	3	1
Post Test	8.9	0	0	1	0	3	2	4	3	9	2	1	5	9

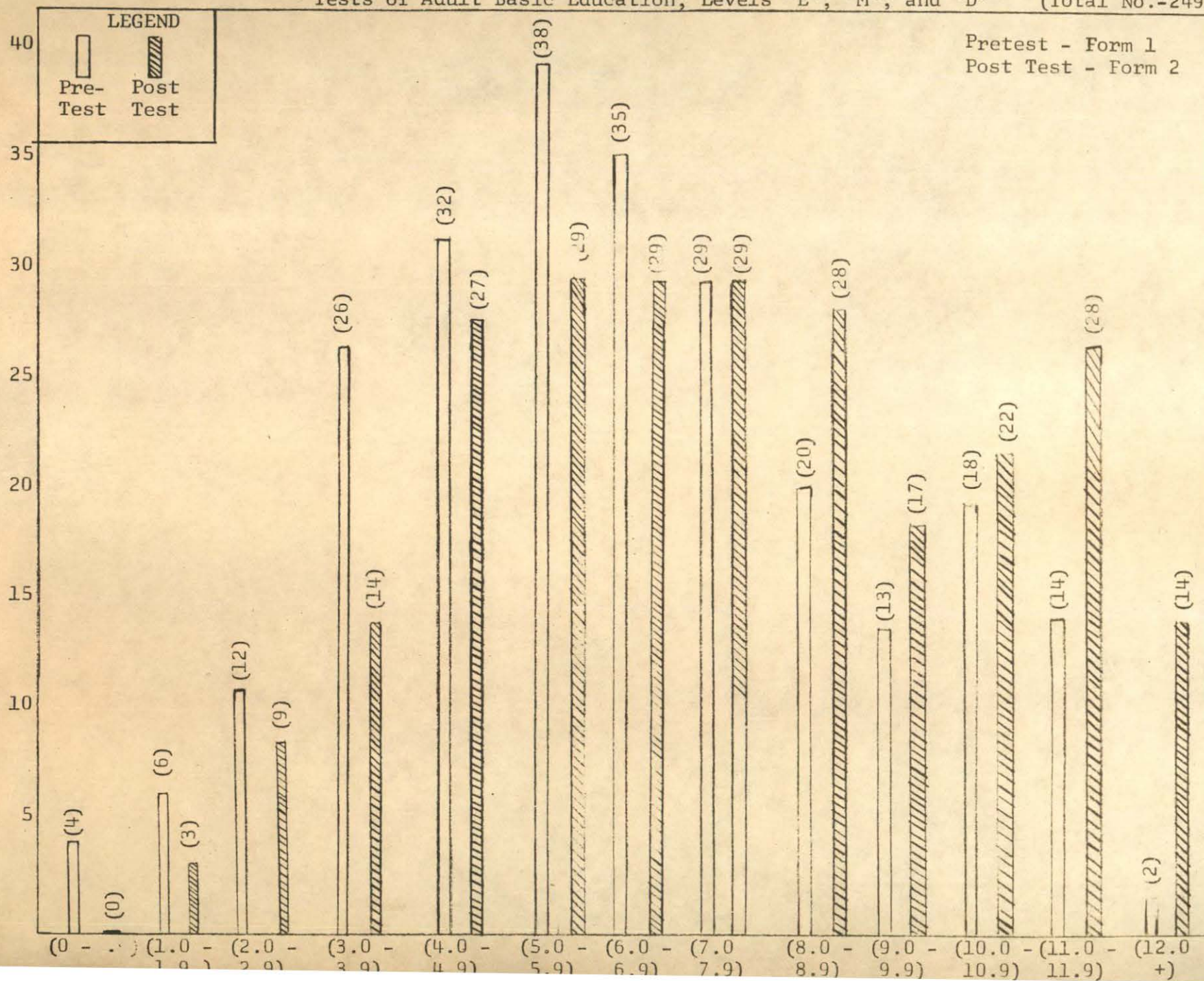
REGULAR CLASSROOM

70	MEDIAN	0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Pretest	6.4	0	0	2	3	7	17	14	11	6	7	2	1	0
Post Test	7.2	0	0	1	3	3	12	15	12	8	7	4	3	2

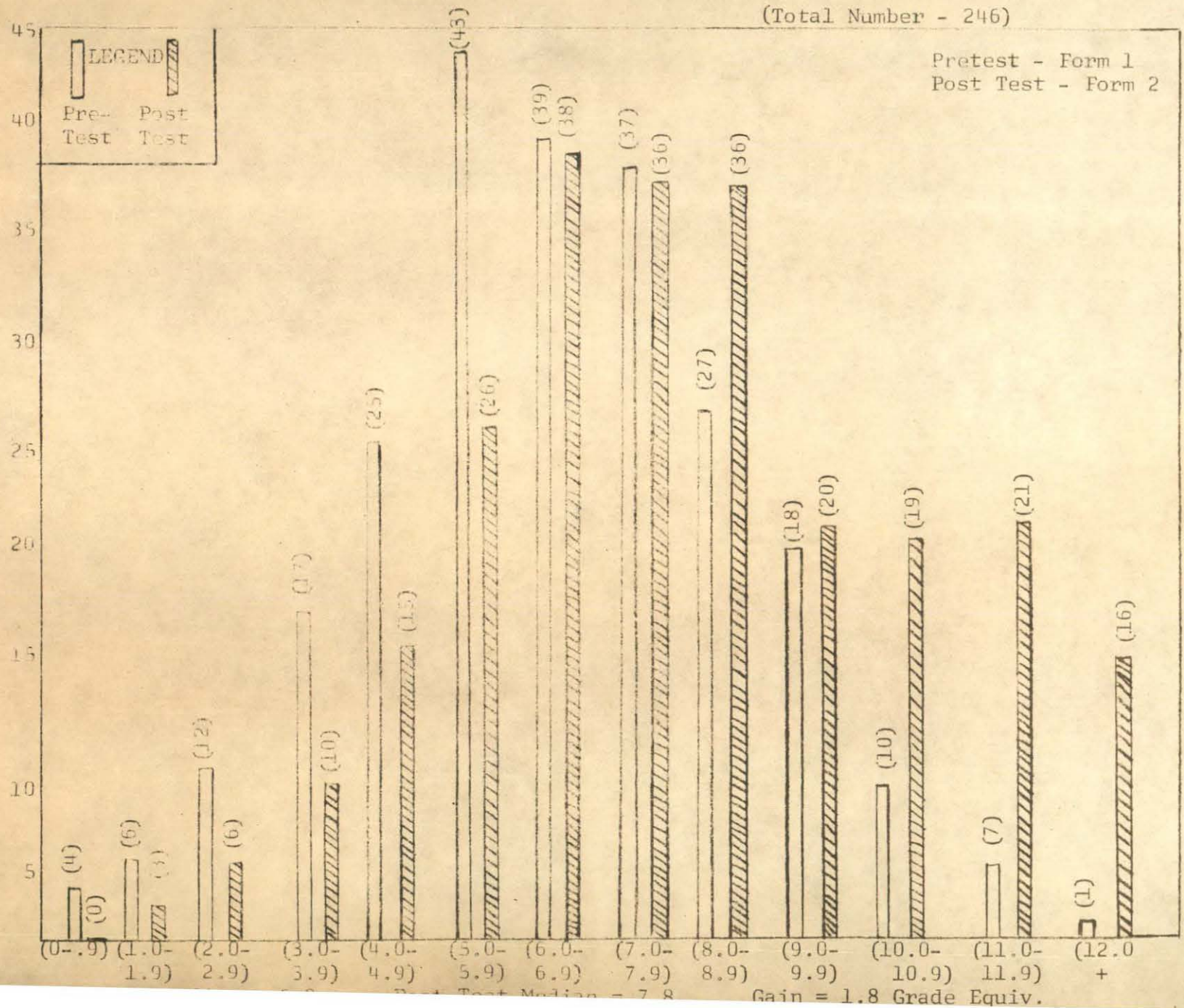
MATHEMATICS - PRE AND POST TEST RESULTS

	LEARNING LAB	HOME INSTRUCTION	REGULAR CLASS
Total grade equivalent months gain	233.5	76.5	62.9
Total Students	137	39	70
Total grade equiv./month gain per student	17.04	19.61	8.98
Total grade equiv./year gain per student	1.704	1.961	.898
Total Classroom hours spent in mathematics	5,636.5	1,828	2,546
Average hours per student	41.14	46.87	36.37
Average grade equiv./month gain per hour	.041	.041	.0247

Total Number Scores Recorded on Pre and Post
Tests of Adult Basic Education, Levels "E", "M", and "D" (Total No.-249)



(Total Number - 246)



APPENDIX "D"

Dear Mr. Ways,

April 23, 1990

I am writing a few to tell you all about my new teacher Mrs. Bonnie Waugh. She is very nice and very understanding. She gets right to the point and explains the lessons very clear. I thank you would like her very much.

Your friend,
Mrs. Shirley Mays

Dear Mrs. Baptist,

As a student of the Adult Education Home Schooling, I would satisfactorily recommend this schooling to anyone who wishes to finish high school.

The convenience of my education coming to my door was great. I had no worry about traveling to school or getting a baby sitter. I liked my teacher very well; therefore, I was able to learn more rapidly.

I feel through home schooling, I have learned as much as a student who completed his education in public school.

Yours truly,
Mrs. Eleanor Tomlinson

Ohio 45690

May 29, 1990

Dear Mrs. Rapt,

I was very much pleased with my schooling this year.

I want to thank you for your concern and teaching me to achieve a better education this past year.

I especially liked the fraction and decimal work books. The step by methods and methods made it easy for me to catch on.

The Spelling Reading was very good I liked the answers where I could grade them myself and go back and see what I missed and look up my mistakes.

The English was also easy by step by step methods I feel I have learned more this past year than I ever thought I could.

Thank very much

Your Student
Rosetta Schramm

Dear Janet,
I have been in home study since Oct. I have
learned a lot. I liked the math books I
worked in better than the english books.
I went to the class at school last year.
I like the class at home better because
it was more convenient. Have more
time to study at home and less noise.

Sincerely,
Dora Jean Scott

Virginia Eileen Montgomery
Route 1
Crown City, Ohio

To Whom it may Concern:

I am writing in regards to what I thought
of the high school course I took last winter. It
was good experience and whether I passed my
exams or not I'll never regret taking the course.
I had a good instructor and when I couldn't work
out problems of anykind, she always took time to
help me work them out. The classes were something to
look forward to every week and a good refresh on
things I'd forgotten since I quit school. I enjoyed
every minute of my studies and classes.

Eileen Montgomery.

Dear Sir:

I can not begin to tell you how much I have enjoyed the home course that I have taken since September, 69. I have had a lot of problems since then. Bonnie W. Wagh has been my instructor. I cannot begin to tell you how I feel about her. She is one of the most wonderful persons I have ever met. She has done so much for me. I hope to continue in this course as long as I can.

Sincerely
Margaret Miller

would never
income. These books aroused my interest
in reading I read a great deal more now
than I did before. I even find myself
memorizing some of the things I
read. So my opinion my speech has
improved by this I mean. I don't use
some of the poor English slang I did
before.

I also think it is a treat that
was given to the small children
at home was a very nice thing
to do. I believe that to many people
forget small children. The Lord
says that they are as precious gems,
and mine are this to me. I thank
you again for thinking of little children.
In this letter I have stated some
things I liked about this program.
I am in favor of this program.

Sincerely yours,
Patsy Jennings

READERS

LEVEL II ----10
LEVEL III ----12

CHIO AABEDC

STUDENT EVALUATION of

READING MATERIAL

Story Title THE INTERVIEW

Reading Time 2 min. to 6 min. average 3.6 min.

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 1	Somewhat 14	Not 4	NR-3
b. True to Life?	Very 9	Somewhat 11	Not 0	NR -2
c. Too Long?	Yes 0	No 20	NR - 2	
d. Too Short?	Yes 12	No 8	NR-2	
e. Difficult to read?	Very 0	Somewhat 2	Not 19	NR-1

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes 2	No 18	NR-2
g. It should be improved?	Yes 7	No 4	NR -11

If yes, How? Tell what kind of job he was hired for - What did the interviewer say? What kind of questions did the interviewer ask ?

3. List any words you found difficult to read or understand.

None listed

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(USE OTHER SIDE, IF NECESSARY)

READERS

LEVEL I ---- 4
LEVEL II ----14
LEVEL III----11

OHIO AABEDC

STUDENT EVALUATION of

READING MATERIAL

Story Title BOB'S PROBLEM

Reading Time 2 min. to 22 min. average 7.4 min.

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 5	Somewhat 14	Not 6	NR-4
b. True to Life?	Very 2	Somewhat 19	Not	NR-8
c. Too Long?	Yes 0	No 26		NR-EX 3
d. Too Short?	Yes 4	N 22		NR-3
e. Difficult to read?	Very 0	Somewhat 2	Not 24	NR-3

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes 0	No 0
g. It should be improved?	Yes 9	No 12 NR-8

If yes, How? _____

3. List any words you found difficult to read or understand.

<u>forenoon -3</u>	<u>careless-2</u>	<u>sticking-3</u>
<u>wilted-3</u>	<u>realize-2</u>	<u>veterinary -3</u>
<u>providing -2</u>	<u>throwing-1</u>	<u>neighbor - 2</u>
<u>pasture -2</u>	<u>oily -1</u>	<u>infection -2</u>
<u>lying -2</u>	<u>hind-1</u>	<u>littered - 3</u>
<u>sinew-2</u>	<u>swollen - 2</u>	<u>completely -1</u>

READERS

LEVEL II-- 7

LEVEL III- 9

ORLO AABEDC

STUDENT EVALUATION of

READING MATERIAL

Story Title "DIRT"

Reading Time 9 min. to 11 min. average 9.6 min

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 3	Somewhat 11	Not 2
b. True to Life?	Very 12	Somewhat 2	Not No Response- 2
c. Too Long?	Yes	No 15	NR-1
d. Too Short?	Yes 4	No 11	NR-1
e. Difficult to read?	Very	Somewhat	Not 14 NR-2

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes	No 4 NR-12
g. It should be improved?	Yes 4	No 4 NR- 8

If yes, How? No responses

3. List any words you found difficult to read or understand.

no responses

ORIG AABEDC
STUDENT EVALUATION
OF
READING MATERIAL

Story Title TOM BARNES, PARTTIME TOBACCO FARMER

Reading Time 12 min. to 66 min. average 21.4 min.

CIRCLE ONE OF THE ANSWERS:

1. Was the story

- | | | | | |
|-----------------------|----------------|--------------------|---------------|----------------|
| a. Interesting? | Very 24 | Somewhat 12 | Not 2 | NR - 5 |
| b. True to Life? | Very 17 | Somewhat 11 | Not 2 | NR - 13 |
| c. Too Long? | Yes 9 | No 31 | | NR - 3 |
| d. Too Short? | Yes | 41 | | NR - 2 |
| e. Difficult to read? | Very | Somewhat 1 | Not 40 | NR - 2 |

2. If the story were to be put in book form, do you think

- | | | | |
|---|---------------|--------------|---------------|
| f. Pictures would help make the story more interesting? | Yes 29 | No 9 | NR - 5 |
| g. It should be improved? | Yes 4 | No 37 | NR - 2 |

If yes, How? More detail about the raising of tobacco.

add pictures , make letters bigger - easier to read

3. List any words you found difficult to read or understand.

none listed

READERS

LEVEL II -- 5

LEVEL III -- 9

OHIO AABEDC

STUDENT EVALUATION of

READING MATERIAL

Story Title DINNERTIME AT THE SAWMILL

Reading Time 2 min. to 7 min. average 5.3 min

CIRCLE ONE OF THE ANSWERS:

1. Was the story

- | | | | | |
|-----------------------|--------|------------|--------|------|
| a. Interesting? | Very 6 | Somewhat 4 | Not 3 | NR-1 |
| b. True to Life? | Very 4 | Somewhat 6 | Not 2 | NR-2 |
| c. Too Long? | Yes 0 | No 14 | | |
| d. Too Short? | Yes 6 | No 5 | | NR-3 |
| e. Difficult to read? | Very 0 | Somewhat 9 | Not 10 | NR-1 |

2. If the story were to be put in book form, do you think

- | | | | |
|---|-------|------|-------|
| f. Pictures would help make the story more interesting? | Yes 0 | No 0 | NR-14 |
| g. It should be improved? | Yes 3 | No | NR-11 |

If yes, How? Some form a "Y" not a "V" -- The language was certainly bad

3. List any words you found difficult to read or understand.

<u>dogs</u>	<u>offbeerer</u>
<u>heft</u>	<u>through</u>
<u>vacuum</u>	<u>cat-hole</u>
<u>swage</u>	
<u>"y"</u>	

(USE OTHER SIDE, IF NECESSARY)

READERS

LEVEL II---10

LEVEL III --12

OHIO AABEDC

**STUDENT EVALUATION
of**

READING MATERIAL

Story Title **FILLING OUT A JOB APPLICATION**

Reading Time **2 min to 7 min Average 4.2 min**

CIRCLE ONE OF THE ANSWERS:

1. Was the story

- | | | | | |
|-----------------------|----------------|--------------------|---------------|-------------|
| a. Interesting? | Very 9 | Somewhat 14 | Not 3 | NR-2 |
| b. True to Life? | Very 16 | Somewhat 5 | Not | NR-1 |
| c. Too Long? | Yes 9 | No 20 | | NR-2 |
| d. Too Short? | Yes 9 | No 12 | | NR-1 |
| e. Difficult to read? | Very 0 | Somewhat 2 | Not 19 | NR-1 |

2. If the story were to be put in book form, do you think

- | | | | |
|---|--------------|--------------|-------------|
| f. Pictures would help make the story more interesting? | Yes 2 | No 18 | NR-1 |
| g. It should be improved? | Yes 5 | No 11 | NR-0 |

If yes, How? **None**

3. List any words you found difficult to read or understand.

None listed

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(USE OTHER SIDE, IF NECESSARY)

APPENDIX "F"

AABEDC - OHIO PROJECT

FOLLOW-UP SURVEY

May 18, 1970

Dear Adult Student,

Our records indicate that you were enrolled in ABE classes this past year.

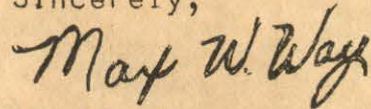
Your class was one of a number of classes that took part in a study made by Morehead University of Morehead, Kentucky.

I would appreciate your completing the enclosed questionnaire and returning it to me. A stamped addressed envelope is provided for your use.

At some future date, you will receive other questionnaires related to your adult classes. Your help in completing and returning them will provide much information that should help improve the adult education program.

Thank you so much for your help.

Sincerely,



Max W. Way,
Director,
Morehead Project

MWW:1b

P.S. I would greatly appreciate your returning the enclosed questionnaire as soon as possible so that I might include your feelings in our final report.

STUDENT FOLLOW-UP QUESTIONNAIRE

OHIO PROJECT - AABEDC

Part I

1. Are you now attending adult classes? Yes 138 No 89

If No, why? Completed Program - 55 (classes ended for the year.)

Passed GED - 27

2. Do or did you attend regularly? Yes 188 No 36 No Response 3

3. I attend class during the 81 day 127 evening 19 No response

4. Why are you attending adult classes? _____

Selected responses - see next page.

5. What do you think you have gained by attending these classes? _____

Selected responses - see page 3.

6. Would you recommend the adult program to your friends?

201 Yes 24 No 2 No response

7. How do you rate the books and other material used in the adult classes?
Circle one.

Poor Fair Good Excellent No response

13 22 102 83 7

8. Is the school convenient for you?

If no, why? Responses - see page 4.

9. How do you think the adult program can be improved? _____

Responses - see page 5.

10. Do you plan to attend adult classes next year? 132 Yes 77 No

18 No response

11. How long have you been involved in adult classes?

167 First year 34 Second Year 18 third Year 4 More than three years.

4 No response

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

PART I - QUESTION 4

To get a G.E.D. so I can get a better job. - 5
I need my education to qualify for a good job.
It is required by my job.
To review mathematics and gain more knowledge in general.
To get more education.
I want to get a high school education.
Social reasons and to learn more.
I am going because Dorothy Evans attend's adult school.
English, History, Mathematics, Science, Reading, Spelling
I signed up to improve my education
To better myself
To get more education
Get a diploma.
To learn what I didn't get a chance to learn in my earlier years.
I would like to learn enough to help my children when they have something
they can't do
To be able to help my children and to be able to get a better job
to learn
improve learning
to further my education
I felt I need more mathematics and English. And it sure did help a lot.
To better education my self for better employment
To get a straight school diploma
I plan to attend Portsmouth Interstate Business College after completion.
English has improved noticeable. Also some improvement in math
For self improvement and to be assistant in my husband's small business
I have need of a job so I attend night classes so I can work in the day
To get a better education for work.
Thought it might help me in practical nursing, which I am interested in.
To better myself in case I need it in the future.
I've always wanted a high school education and this is the first opportunity
I've had.
I am working in the day time.
To further my education and help my children in school

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part I - Question 5

I gained a lot in learning through study.
a education.

Some of the education, I didn't get.

I have learned new things and have increased my vocabulary.

I think I have learned a lot.

I have gained a general education, & if I wish to further my education,
I may now do so.

It has done much for my self esteem. It has been a challenge to me and
put me in a position to communicate with people.

A more up-to-date education. I don't think I would have had things such
as new math when I went to high school.

Otherwise I could not have worked and I have need of a job.

I feel I have gained a greater knowledge in every subject I studied.

A review of subjects that I'd had before

Educational development, enjoying other pupils and making new friends.

I have refreshed myself in all subjects I have studied.

Better job

good training

I have missed my education very much. By attending this class, I feel

I have gained a great deal of education that I would never
have had if I had not attended.

Better understanding in reading and self confidence.

nothing

I'm thankful for this opportunity to go back to school. It's given me a
chance to catch up on so much that I had forgotten, especially
in English and math.

I've been able to help my boys more in their school work.

I feel that the review in math helped my to get a better score on the
CREEDO test I recently passed for job advancement.

I can remember better what I read. also better in math and English.

I have learned a lot. It makes me feel good just to know I'm on my way.

self confidence and a better out look on life

A fair overall knowledge of High School Subjects.

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part I - Question 8

Because of transportation

There were not enough people attending classes where we were attending.
I have to drive about twenty miles to the school - one way
so far

Because I have no drivers' license
to far to travel to

It is no fault of the program that I cannot attend at present

I didn't have a car for a while but have one now

30 miles one way

no the school is not convenient for me

It would be if not for my trade, I work in different states.

Because it is 20 or 15 miles from where I live and part of the time

I don't have transportation.

Located too far from my residence - Bonzer Run Elementary would have been
much closer

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part 1 - Question 9

Offer program during day. Mothers with children could attend classes without hiring sitter. More time on one subject.

Yes it could be but I was very pleased with the program.

I think we should have books or something to study at home.

In the reading - it should have more science and social studies. It should have literacy materials, poems, etc.

Perhaps a typing course, if possible. Several of my friends have expressed a desire to typing classes & I would like it also.

I think it is just fine now. And I like my class and my teacher.

Yes, I think we should have more spelling because that's where I always had trouble.

I don't know. it goot as it is

By increasing the number of subjects available.

I think the applicant, inspired by the teacher or instructor of his need for more education, will give the person a greater desire to study more and have a better attendance.

would not know.

I wouldn't say I could add any thing, we have a good teacher, always willing to help & I can make the lessons clear so you can understand.

If the pupils could take books home to study.

I think it is good shape. They also have wonderful teachers.

More studies, and a course in spelling, and how to get about knowing people ease.

I think a typing class would be very well received. I would like very much to learn typing.

Having higher level of material.

By having an instructor explain the work more

By having regular high school classes.

Improvement for me would be being able to spend more time with the teacher to explain things to me.

More teacher and student discussion on lessons. I can understand them better if they are explained to me.

by providing transportation. That way more people could attend.

Undecided (Have few or no complaints)

STUDENT QUESTIONNAIRE

OHIO PROJECT - AABEDC

Part II

1. Do you have children in school? 157 Yes 48 No 22 No response
If yes, answer items 2,3, and 4.
2. Do your children approve of your taking adult classes? 143 Yes
2 No 12 No response
3. How has your work in adult education affected your children's school work?
36 Don't know 46 No change 58 Some Improvement
14 Much Improvement 3 No response
4. So you attend your children's school activities?
97 Yes 24 No 36 No response
5. Do you own a radio? 198 Yes 18 No 11 No response
If yes, what is one of your favorite programs? _____
Selected responses - Percentage basis - see following page.
6. Do you own a T.V.? 206 Yes 13 No 8 No response
7. Do you attend church or Sunday school? 142 Yes 64 No 21 No response
8. Are you registered to Vote? 152 Yes 54 No 21 No response
9. Did you vote in the November, 1969, election? 141 Yes 63 No 23 No Response
10. Are you now employed? 89 Yes 127 No 11 No Response
11. Have you had any vocational or job training? 36 Yes. 177 No 14 No Response
If yes, what type and where did you receive the training _____
Selected responses - see following page
12. If you had the opportunity would you be interested in vocational or technical training?
178 Yes 33 No 16 No Response
If yes, what type _____
selected responses - see following pages.

Part II - Question 5

ball games
 radio on for news and weather reports only
 news
 I just keep it set on FM, Portsmouth, Ohio
 Gospel Melody Time
 Brother Crews
 Station WKEE
 Country & Western Music
 Marilyn Semore
 Farm & Home Hour
 Church on Sunday
 Station WMNI
 Grand Ole Opry
 Bro Curry (I like hymns & preaching more.)
 Rev. Ray Anderson at 12 PM
 WLW news
 Paul Harvey News
 FM - Hillbilly music - Zeke Mullums
 Talk Back
 Hymn Time on WPKO
 Religious Programs
 football

PART II - Question 11

radio - TV repair - Huntington, W. Va. - G.I.
 air craft - sheet metal, Hamlin, W. Va.
 Went to a Voc. High School in Jamaica L.I., N.Y.
 Comptometer operator (on the job trg. at Belkanap Hdw. & Mfg. Co.,
 Louisville, Ky.
 8 weeks waitress trg. at Portsmouth Gas Co., Portsmouth, Ohio.
 Typing, High School
 Power Machines operator at Ashland Crafts
 Diesel Mechanic - Army
 Sheet Metal Apprentiship
 Nurses Aid Training, Mercy Hospital, Portsmouth, Ohio
 Manpower
 Teacher aid in Head Start
 Machinist - Pike Co. Vocational School
 Red Cross Nurses training
 Carpenter, OEO, Main Stream
 Secretarial job training at Piketon High School

PART II - Question 12

Mechanical Welding or Electronics	
Welder	
Business Training	
Any kind of training I could get that would help improve myself for better working conditions	
auto body work	radio - TV repair
IBM training	sheet metal work
home economics	cosmotology
licensed practical nurse	machine shop
typing, office work	blue print reading
bookkeeping	draftsman
carpentry or welding	nurse training
computer programming	
salesmanship	